

Rigorous and Relevance

Language Learning at its Best!!

The mind is not a vessel to be filled, but a fire to be ignited.

(Plutarch)

BLOOM'S TAXONOMY

Evaluation

Justifying a decision or course of action
Prioritize, critique, experimenting, judging

Synthesis/Create

Generating new ideas, products, or ways of viewing things
Designing, constructing, creating, hypothesizing, inventing.

Analysis

Breaking information into parts to explore understandings and relationships
Comparing, categorizing, deconstructing, investigating, solving

Application

Using information in another familiar situation
Implementing, organizing, outlining, developing

Comprehension

Understanding ideas or concepts
Describing, translating, editing, illustrating, explaining

Knowledge

Recalling information
Recognizing, listing, memorizing, recalling, naming, label

Higher-order thinking

When is a task rigorous?

Students...

- think deeply about a problem
- analyze new situations
- interpret and synthesize knowledge
- bring ideas together in a new or creative way
- develop and justify their own criteria for evaluation
- are intellectually challenged

What is relevance?



Knowledge is less connected to realistic situations and has less apparent value beyond school

Knowledge is clearly connected to realistic situations and has value beyond school

Knowledge
in one
discipline

Apply in
one
discipline

Apply
across
disciplines

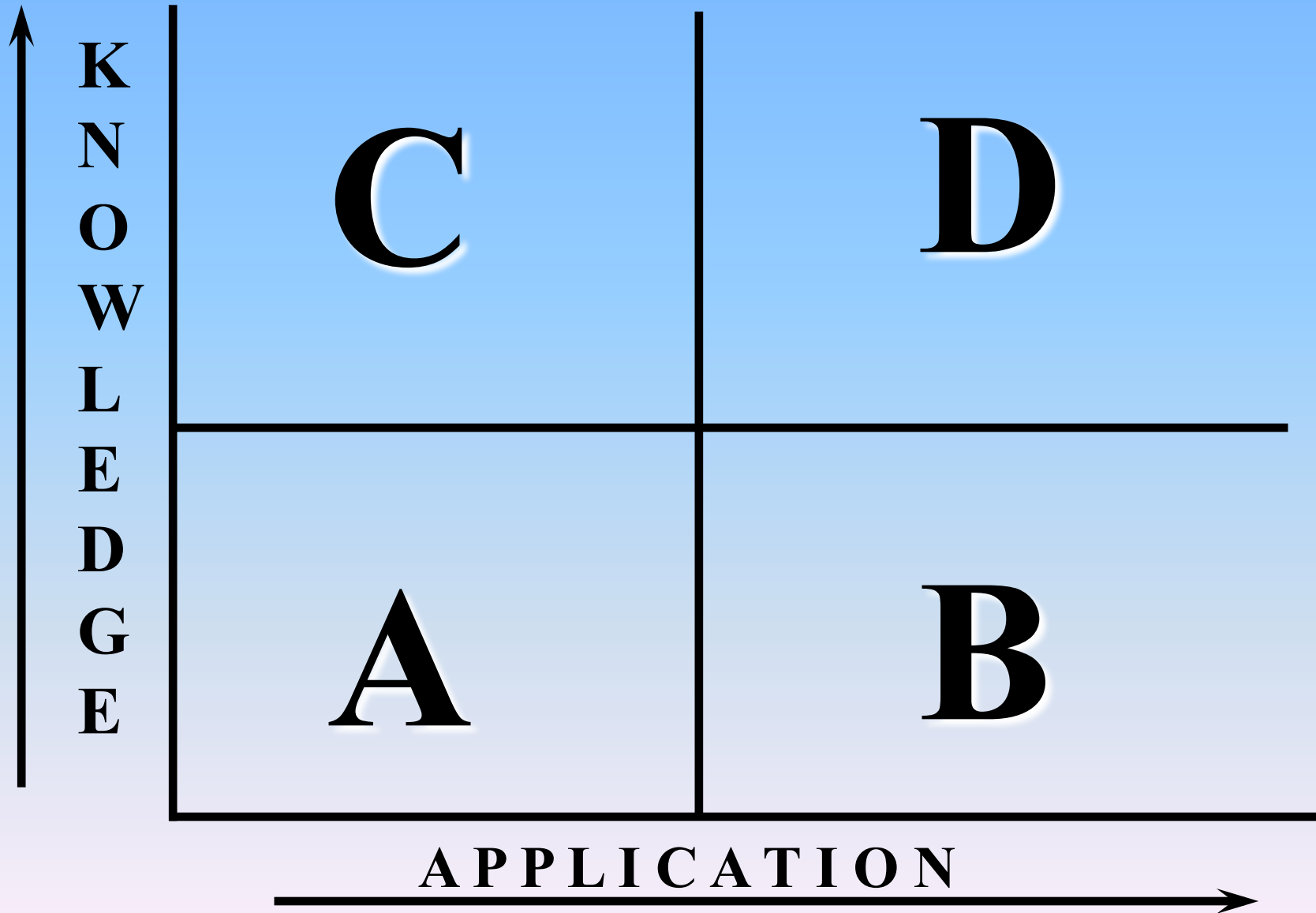
Apply to real-
world predictable
situations

Apply to real-world
unpredictable
situations

When is a task relevant?

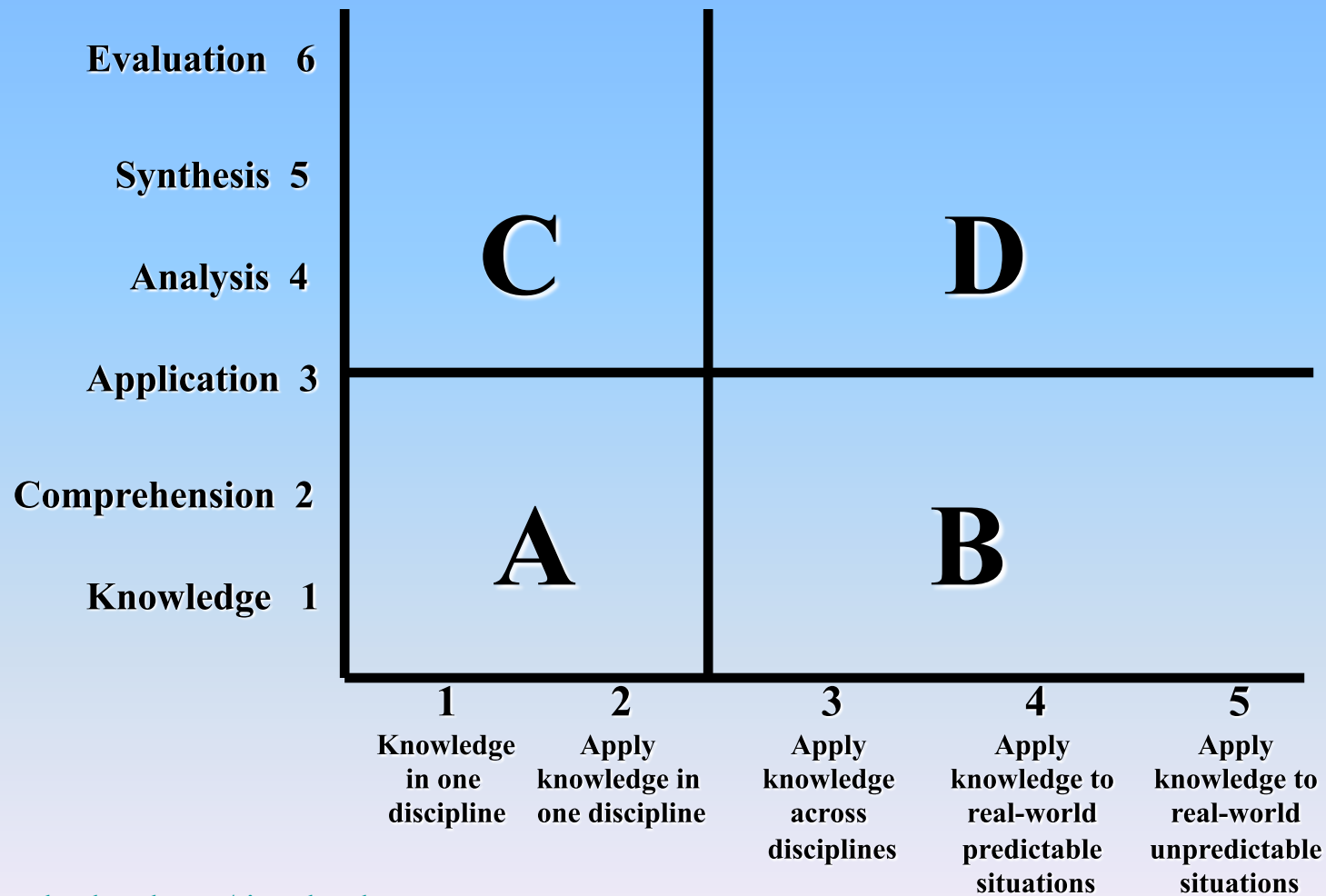
- Value beyond school
- Addresses an actual problem of contemporary significance
- Builds on students' real-life experiences
- Has students communicate knowledge beyond the classroom
- Students recognize the connection between classroom knowledge and situations outside the classroom

Rigor/Relevance Framework



Rigor/Relevance Framework

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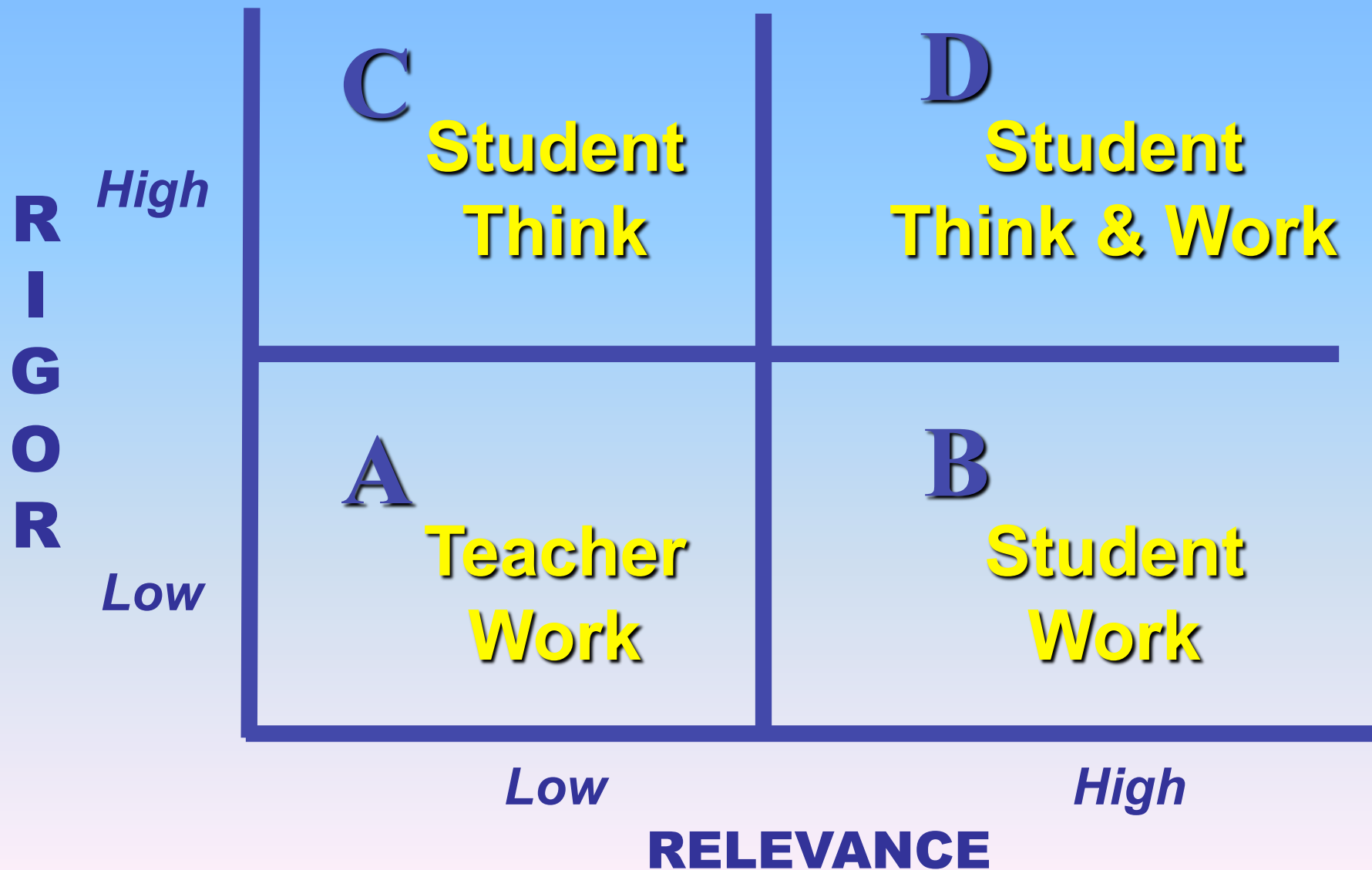


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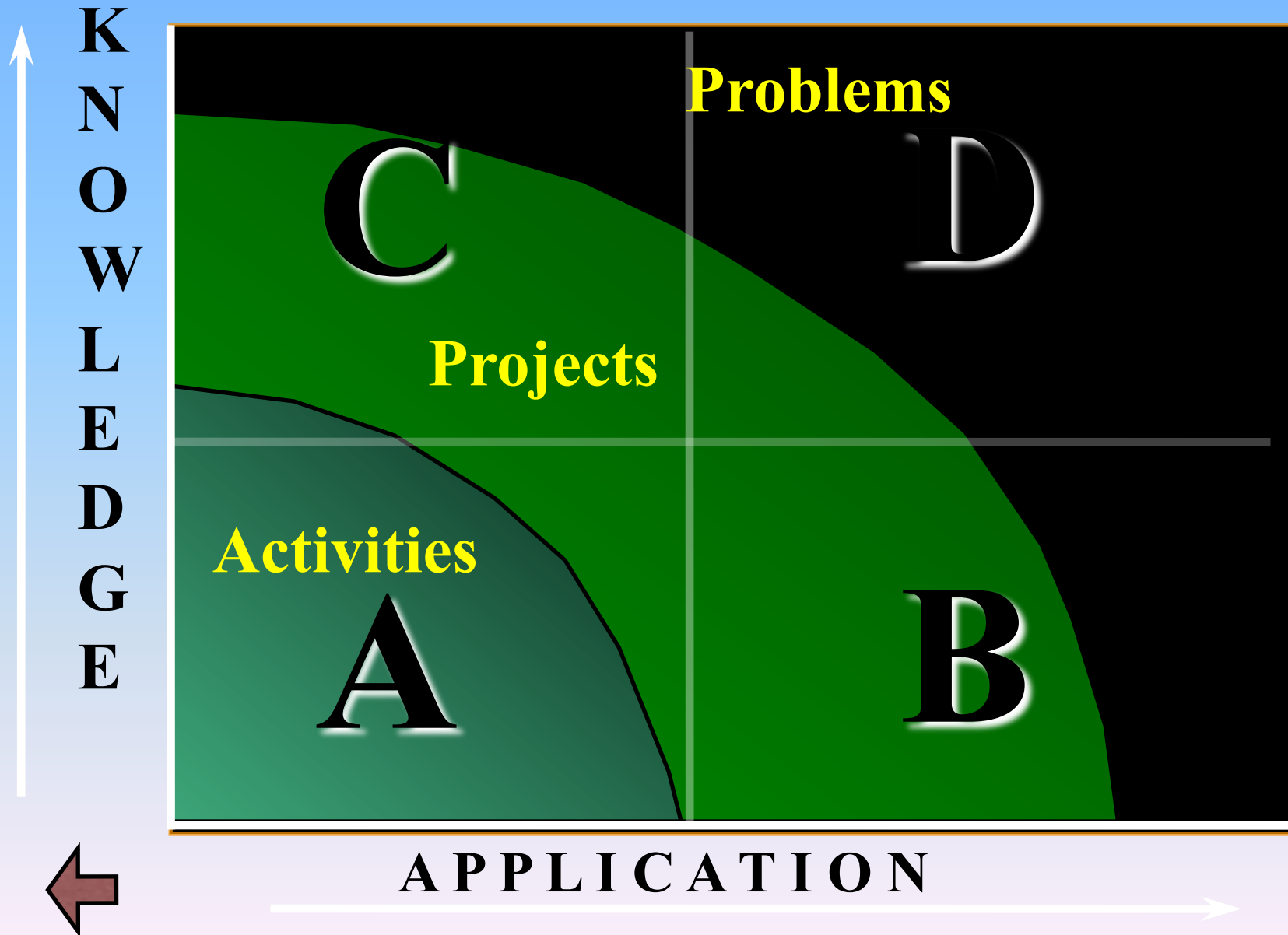
APPLICATION

Rigor/Relevance Framework

Teacher/Student Roles

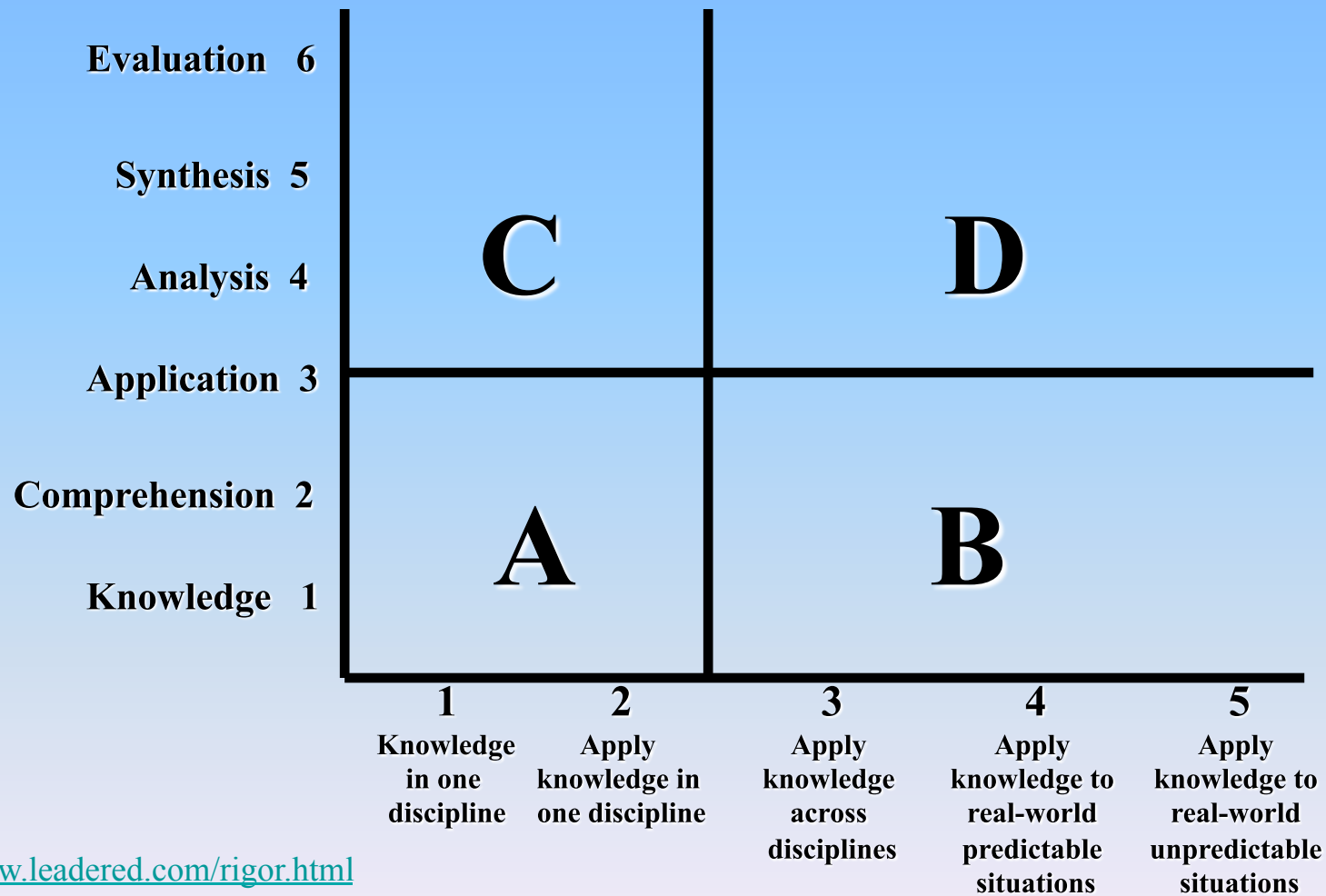


Rigor/Relevance Framework



Rigor/Relevance Framework

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APPLICATION

Quadrant A

Read a tourist brochure and plot the 10 most popular cities in France to visit according to the brochure.

**(Low Rigor, Low Relevance
Teacher Work)**

Quadrant B

Choose six cities from the list that interest you and plan a two week trip. Include details of things to visit, hotels and restaurants. Plot your trip on a map to share with others.

(Low Rigor/High Relevance
Student Work)

Quadrant C

Do research on those cities of France according to types of activities and weather you prefer. Create a short multimedia presentation to share.

(High Rigor/Low Relevance
Student Think)

Quadrant D

There is a group of 15 people of various ages and preferences who want to travel to France. After reviewing a survey you designed for them, plan the best two-week trip for this group considering and negotiating their preferences. Create a marketing brochure and a proposal to inform and persuade them.

(High Rigor/High Relevance
School Work and Think)

Quadrant A

Make a list of all the words in the article that relate to healthy eating.

**(Low Rigor, Low Relevance
Teacher Work)**

Quadrant B

Using the article and the information and vocabulary, describe your own eating habits and compare them to healthy eating habits.

(Low Rigor/High Relevance
Student Work)

Quadrant C

Research foods from different Spanish speaking countries in order to find out what is healthy eating.

(High Rigor/Low Relevance
Student Think)

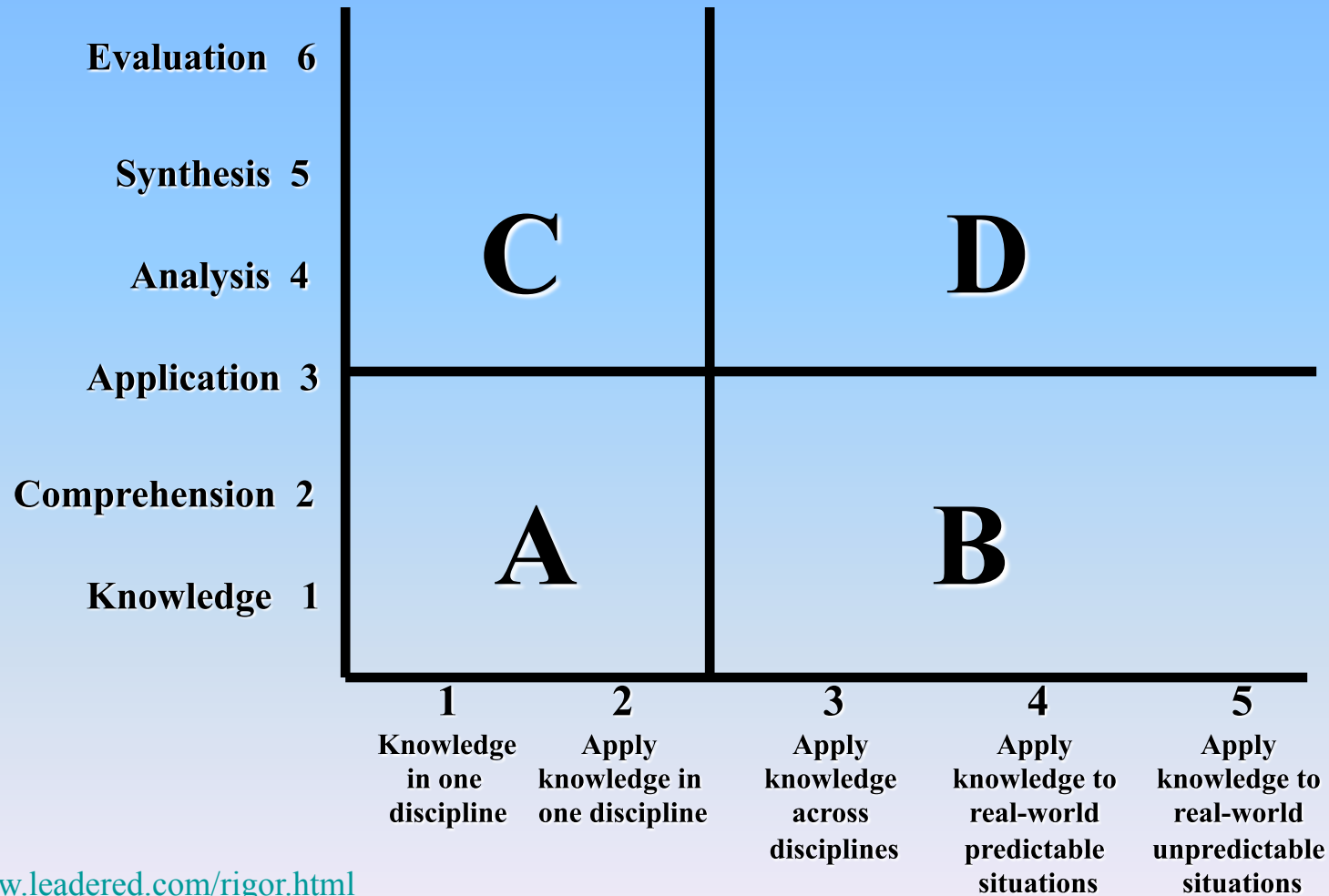
Quadrant D

??????????????

(High Rigor/High Relevance
School Work and Think)

Rigor/Relevance Framework

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APPLICATION

Food and Nutrition

Knowledge Taxonomy

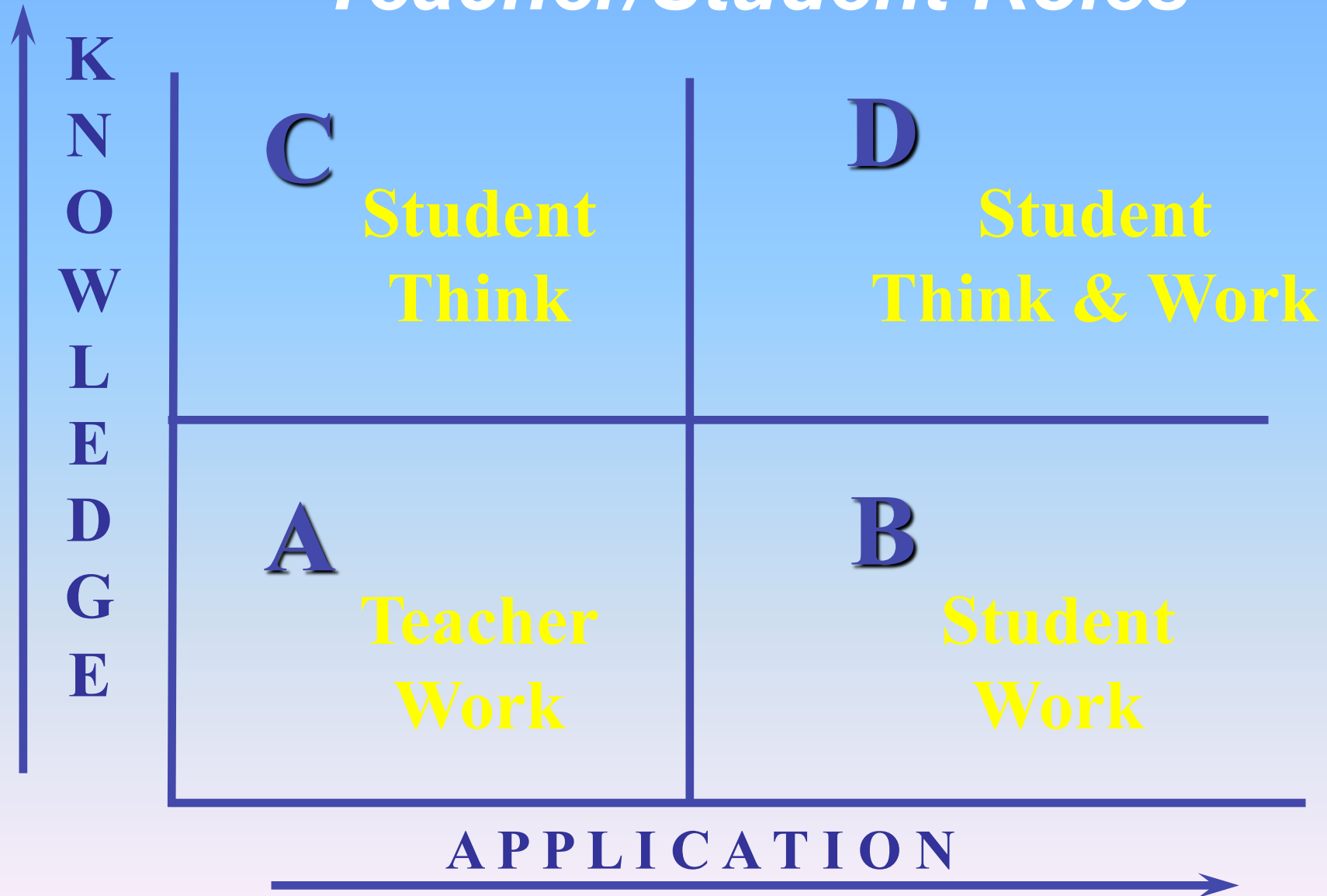
1. Label food by nutritional groups
2. Explain nutritional value of foods
3. Use nutrition guidelines in planning meals
4. Examine success in achieving nutrition goals
5. Develop personal nutrition goals
6. Evaluate results of personal eating habits over time

Application Model

1. Label food by nutrition groups
2. Rank foods by nutritional value
3. Make cost comparison of foods considering nutritional value
4. Develop nutritional plan for a health problem affected by food
5. Design a sound nutritional plan for a group of 5 year-olds in an village center in Haiti, with limited access to food

Rigor/Relevance Framework

Teacher/Student Roles



Rigor/Relevance Framework

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Evaluation 6	Student think	Student think and work			
Synthesis 5	High Rigor/ Low Relevance	High Rigor/High Relevance			
Analysis 4	C	D			
Application 3	Teacher work	Student work			
Comprehension 2	Low Rigor/ Low Relevance	Low Rigor/High Relevance			
Knowledge 1	A	B			
	1	2	3	4	5
	Knowledge in one discipline	Apply knowledge in one discipline	Apply knowledge across disciplines	Apply knowledge to real-world predictable situations	Apply knowledge to real-world unpredictable situations

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APPLICATION

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